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ME 820 Seminar in Evangelization: Applied Historical Perspectives

Asbury Theological Seminary

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Fall Semester, 2008
Place: ESJ Conference Room, SH 318
Times: Fri. 6 to 9 p.m.; Sat. 8 a.m. to 4 p.m.
Schedule: Sept. 19-20; Oct. 17-18; Nov. 21-22; Dec. 5-6

I. Course Description and Objectives

The plan of this seminar is to ground participants in readings—both primary and secondary, interpretive sources—related to the history of Christian expansion and evangelization. The aim is threefold: (1) to examine how the Christian Movement spread in specific contexts and times; (2) to learn from “apostolic lore,” from successes and mistakes of the past; and (3) to distill insights applicable to making disciples in our own times, cultures, and settings.

II. Teaching Philosophy

A doctoral seminar in Asbury Theological Seminary’s E. Stanley Jones School of World Mission and Evangelism School is a meeting of colleagues for mutual thinking concerning theory and practice rooted in Scripture and, in this course, the history of the expansion of the church. Therefore, we will emphasize collaboration more than lectures, and my aim as professor will be not so much to impart knowledge as to facilitate learning.

Here, then is how we’ll proceed. As participants, you will formulate questions, discuss interpretive history and primary documents, and brainstorm in a spirit of cooperative learning. Some of the time, you will work in teams. Together, we will form an intellectual community in which we’re all enriched by our discussions of the readings and our exchange of ideas.

III. Required Course Readings

A. Books

1. Anderson, Allan. *Spreading Fires: The Missionary Nature of Early Pentecostalism*. Maryknoll, NY: Orbis Books, 2007. ISBN: 978-1570757495 (295 pages)
2. Green, Michael. *Evangelism in the Early Church*. Revised Ed. Grand Rapids: Wm. B. Eerdmans Publishing Company. ISBN-13: 978-0802827685 (388 pages)

3. Marty, Martin. *The Christian World: A Global History*. New York: Modern Library, 2008. ISBN-13: 978-0679643494 (236 pages)
4. Hunter, George. G., III. *The Celtic Way of Evangelism: How Christianity Can Reach the West...Again*. Nashville: Abingdon Press, 2000. ISBN-13: 978-0687085859 (144 pages)
5. _____. *To Spread the Power: Church Growth in the Wesleyan Spirit*. Nashville, TN: Abingdon Press, 1987. ISBN-13: 978-0687422593 (212 pages)
6. Hutchison, William R. *Errand to the World: American Protestant Thought and Foreign Missions*. Chicago: University of Chicago Press, 1987. ISBN-13: 978-0226363103 (209 pages)
7. Stark, Rodney. *The Rise of Christianity: A Sociologist Reconsiders History*. Princeton, NJ: Princeton University Press, 1996). Also published as: *The Rise of Christianity: How the Obscure, Marginal, Jesus Movement Became the Dominant Religious Force*. New York: Harper-Collins, 1997. ISBN-13: 978-0060677015(221 pages)

B. Readings

We will discuss excerpts from a selection of primary documents. I will either provide the documents in handouts or indicate their location in books or on the Web. Most of the selections are short and can be read in class; however, a few will need to be read beforehand.

IV. Seminar Schedule and Outline

A. Course Plan

1. Each of the monthly classes will have three 150-minute sessions—one on Friday night and two on Saturday.
2. **Friday night sessions** will consist of: (1) a devotional reading and time of prayer; (2) a lecture/presentation; and (3) and class discussion of the assigned reading.
3. **Saturday morning sessions** will consist of two 75-minute sessions, each led by one of the two teams, with each team focusing assigned on one of the two topics of the day. These team-led sessions will include the following components, each prepared and presented by a different member of the team, as assigned (see the assignment table below):
 - the reading of a discussion paper on “Ways the Gospel Spread” in the time and place(s) described by the team’s topic;
 - the reading of essays on key findings about the spread of the gospel and specific possibilities for contemporary application(s).
 - the reading of essays on important apostolic/missional leaders of the times and what we can learn from them.
 - a well-planned time of thirty minutes for class discussion of the team's presented material.

Base each paper on ample research and sources; all papers should be 1,800 to 2,000 words in length, excluding notes and references. Bring a hard copy for each member of the class and the professor (about eleven copies). Allow eight to nine minutes for each paper (45 minutes overall) for reading the papers, and allow 30 minutes for the class discussion; time these divisions strictly.

4. **Saturday afternoon sessions** will also consist of two 75-minute sessions.
 - In the first session, I will introduce a set of primary documents for discussion, and the class will form small discussion groups around primary documents related to the assigned readings and team topics of the morning.
 - In the second session the whole class will go over the documents, with each group identifying important observations and ideas that came from its discussion;
 - There also will be opportunity to raise additional questions related to the topics or assignments.

B. Schedule and Assigned Readings

1. SEPTEMBER 19-20

- a. *Friday night*
 - (1) Introductory Matters
 - (2) Reading Assignments (Discussion):
 - (a) Progress of the gospel in Acts (Acts 1:8; 2:6-11; 8:1,4-5; 11:19-20, 26; 13:2-5, 13; 15:36; 16:9-12; 17:17-18)
 - (b) Green, *Evangelism in the Early Church*
 - (c) Stark, *The Rise of Christianity*
- b. *Saturday morning* (Team Topics)
 - (1) **Team 1: “The Early Church and Evangelization”**
 - (2) **Team 2: “Evangelization of the Roman World”**
- c. *Saturday afternoon* (Group Discussions of Historical Documents)
 - (1) Romans 10:14-17; 15:19-24
 - (2) Selected readings from Coakley and Sterk, and Comby

2. OCTOBER 17-18

- a. *Friday night*
 - (1) Reading Assignments (Discussion):
 - (a) Hunter, *The Celtic Way of Evangelism*
 - (b) Marty, *The Christian World*
- b. *Saturday morning* (Team Topics)
 - (1) **Team 1: “Early Evangelization in Africa and Asia (400 to 1550)”**
 - (2) **Team 2: “Early Evangelization in Europe (400-1550)”**
- c. *Saturday afternoon* (Group Discussions of Historical Documents)
 - (1) Bede, *Ecclesiastical History of the English Nation*, Book I, Chapters 23-33.
URL: <http://www.fordham.edu/halsall/basis/bede-book1.html>
 - (2) Selected readings on Coakley and Stern, and Comby

3. NOVEMBER 21-22

- a. *Friday night*
 - (1) Reading Assignments (Discussion):

- (2) Anderson, Allan. *Spreading Fires*
 - (3) Hutchison, *Errand to the World*
 - b. *Saturday morning* (Team Topics)
 - (1) **Team 1: “Evangelization in Europe and North America (1550-1950)”**
 - (2) **Team 2: “Global Evangelization in the Age of Empire (1550-1950)”**
 - c. *Saturday afternoon* (Group Discussions)
 - (1) Charles Finney, “Means to Be Used with Sinners,” Book 2, Lecture IX, *Revival Lectures*
 URL: <http://www.whatsaiththescripture.com/Voice/Revival.Lectures.2.html>
 - (2) Selected readings on evangelization from Comby, Thomas, and other collections
- 4. **DECEMBER 5-6**
 - a. *Friday night*
 - (1) Reading Assignments (Discussion):
 - (a) Hunter, *To Spread the Power*
 - b. *Saturday morning* (Team Topics)
 - (1) **Team 1: “The Church Growth Movement”**
 - (2) **Team 2: “The Lausanne Movement”**
 - c. *Saturday afternoon* (Group Discussions of Historical Documents)
 - (1) Selection from J. Waskom Pickett’s *Christ’s Way to India’s Heart*
 - (2) Donald A. McGavran’s reviews of *Christian Mass Movements in India*.
 - (3) “The Lausanne Covenant”

V. Assignments and Seminar Participation

- A. Attendance is essential. Be sure to clear all the dates on your calendar.
- B. Friday night devotionals will be led by the following persons:
 - 1. September: Choi
 - 2. October: Rajamony
 - 3. November: Friedman
 - 4. December: Tipton
- C. Bring a page or more of notes from each reading assignment. Include the following:
 - 1. A brief summary
 - 2. Important ideas
 - 3. Your commentary/critique
 - 4. Ideas and questions for class discussion

Submit the notes after the last session on Saturday.

- D. As stated in Part IV, you will write four papers in this course, one for each weekend we meet. The first essay is due at the first meeting of the class.
 - 1. Use the chart below to determine your team, your number on that team, and the paper you will write each month.

- a. The persons designated numbers 1 and 6 will oversee the class discussion portion of their team's presentations.
 - b. The persons designated numbers 2 and 7 will moderate their team's small group discussions.
2. *Please notice* that additional details are provided (see bottom of page 5) for those of you will be presenting papers on historical persons in the September meeting.
3. All four essays will be 1,800 to 2,000 words long, excluding notes and reference list.
4. Provide hard copies for every participant.
 - a. This semester, that will mean ten for students and one for the professor.
 - b. In addition, send an electronic copy to the professor.
5. Follow precisely the guidelines in Kate L. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertation*, the 7th edition. Only papers that do will be accepted and graded.
6. Proofread and edit every paper; two edits are better than one.

TEAMS AND NUMBERS

Team 1

1. Balasundaram
2. Boyer
3. Choi
4. Friedman
5. John

Team 2

6. Lee
7. Park
8. Rajamony
9. Tipton
10. Udotong

SATURDAY MORNING SESSIONS ASSIGNMENT CHART

SESSION	TEAM 1					TEAM 2				
	Over-view	Use*	Socio-historic	Person	Person	Over-view	Use*	Socio-historic	Person	Person
September	1	2	3	4	5	6	7	8	9	10
October	3	4	5	1	2	8	9	10	6	7
November	4	5	1	2	3	9	10	6	7	8
December	5	1	2	3	4	10	6	7	8	9

* I.e., contemporary applications

SPECIAL NOTE ON SEPTEMBER "PERSON" ASSIGNMENTS:

Since you will not have had time to consult as a team, I am assigning the following persons to the students numbered 4, 5, 9, and 10:

- M. Friedman: Ulfilas

- V. John: Martin of Tours
- R. Tipton: Ambrose of Milan
- W. Udotong: John Chrysostom

VI. How I Grade Writing Assignments

I use a rubric with five categories. All are important. Here, under those categories, are the elements of an "A" paper:

1. **Ideas** (While some of these may overlap or are redundant, they all demand high quality reflection and a clear purpose for writing.)
 - a. The paper excels in responding to all the elements of the assignment (of first importance).
 - b. It has a clear central idea or thesis.
 - c. It has a purpose and point of view.
 - d. It includes value-added discussion of, and/or interaction with, its sources.
 - e. Critical thinking is apparent.
 - f. Complexities and contradictions are recognized.
2. **Structure and Clarity**
 - a. The student has a plan/structure in mind that corresponds with his/her purpose or thesis.
 - b. The plan is successfully implemented throughout.
 - c. Terms are clearly defined terms
 - d. Appropriate and helpful subtitles (and sub-sub titles) are included.
3. **Selection and Use of Sources**
 - a. The student uses well-chosen primary and secondary sources and avoids tertiary and suspect sources.
 - b. The student skillfully analyzes and synthesizes the information and/or views in a variety of sources.
 - c. The student interacts critically with sources and/or data.
4. **Style**
 - a. Sentences are well constructed, appropriate to academic writing and the purpose of the paper, and adequate in their specificity/detail.
 - b. Sentences are clear, not fuzzy, convoluted, or rambling.
 - c. Paragraphs flow smoothly.
5. **Mechanics**
 - a. The paper has been thoroughly proofread and is free of spelling, punctuation, and grammatical errors.
 - b. The paper adheres to the style requirements in Turabian, 7th edition.

VII. Grading

Quality Discussion and Participation in class	15%
Book Notes	15%
Four Essays	60%

	Excellent	Good	Satisfactory	Minimal Pass	Fail
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Letter	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Percent Range	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59

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